

QUALITY PRINCIPLES

CASE STUDY

FORGET-ME-NOT-PRODUCTIONS

PROJECT

MUSIC-CAN FRAMEWORK

Clary Saddler, Co-Director of Forget-Me-Not-Productions, explains how they've used the Quality Principles throughout planning and evaluation processes.

ABOUT THE PROJECT

We have developed and are refining our MUSIC-CAN framework to be implemented with people with very complex needs. MUSIC-CAN stands for:

- Motivate engagement with assistive tech and arts activities
- Unlock self-expression and hidden potential in individuals with complex needs
- Shape each session to the needs of the participant/s
- Introduce concepts of cause and effect, turn-taking, and pre/early communication
- Cultivate a culture of creative learning that embeds assistive technology into daily activities and offers opportunities for self-expression
- Challenge the learning ability of people with complex cognitive and physical disabilities
- Achieve results that are measurable
- Manage obstacles and expectations amongst staff, teachers, care staff, and participants

Over the past 3 years we have been testing the Quality Principles with our MUSIC-CAN clients, staff/teachers and within Forget-Me-Not-Productions as a company.

HOW DID YOU USE THE QUALITY PRINCIPLES?

We tailor each session ensuring they are participant led. All activities are geared and arranged in such a way that ensures active participation. We have mostly used active observation of participants' responses in order to evaluate and assess the effectiveness of the Quality Principles. We also plan all sessions collaboratively and share reflections via a report to the Forget-Me-Not team, learners/participants, care teams and teaching staff.

WHO WAS INVOLVED?

The Quality Principles were used with Forget-Me-Not-Productions' co-directors (Mel Saddler and Clary Saddler), as well as our freelance staff team. We usually used the Quality Principles worksheet when collaboratively planning our sessions. We occasionally referred to the larger Quality Principles booklet and online resources. The focus was usually on using eyegaze access, touchscreen access or switch access for the MUSIC-CAN framework (a resource we created ourselves) to enable participants with complex needs to independently participate in participant centred arts activities. We also used the Quality Principles throughout the sessions, ensuring that the activities were pitched at the correct levels.

The Quality Principles were also utilised when we evaluated the sessions collaboratively between ourselves or with staff, teachers and carers. This knowledge was then usually disseminated to the rest of the Forget-Me-Not team, care team, teachers or other staff usually via a report, making recommendations for participant progression, ensuring shared ownership and responsibility. All sessions had to be suitably situated in a sensory room and adjustments when deemed necessary to ensure safety.

WHAT DID YOU LEARN?

As mentioned previously, creative practitioners instinctively embed the Quality Principles in their everyday planning, delivery, and evaluation. Using the Quality Principles certainly worked better with me and the Forget-Me-Not team when we used the Quality Principles more organically rather than forcing it or being contrived. I have certainly learnt to follow my gut instincts more when self-reflecting and while measuring quality in others, as I have an innate ability in this area I feel (in recognising quality and measuring success against this).



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TOP TIPS

- Go with your gut – in all likelihood you are already instinctively and naturally embedding the Quality Principles without realising it. Trust your instincts!
- Re-write the Quality Principles in your own words and in language you use every day in your practice.
- Create your own resources or framework based on the Quality Principles (we have developed the MUSIC-CAN framework), and use resources that suit your own practice (something visual if you're an artist, for example.)

MORE INFORMATION

forget-me-not-productions.co.uk

